

Climate Action Plan

Gerrans School

1 year plan: Autumn 2025 – 2026



Climate Action Plan history

Last reviewed:	Oct 2026
Created:	Summer 2025

Progress Key	Not Started	In Progress	Stalled	Complete
★	Trust wide Action			

Carbon Baseline: 71 t CO₂e Calculation: Aug 2026

ACTION					NOTES					TRACKER																																																																																
★ Calculate your school's carbon footprint Your carbon footprint report Your total carbon footprint: 71 tonnes co2e* per year Average emissions per pupil: 1.02 tonnes co2e* per year <table><thead><tr><th>Emissions area</th><th>Scope</th><th>t co2e*</th><th>t co2e* per pupil</th><th>% **</th></tr></thead><tbody><tr><td>Fuel</td><td>1</td><td>26</td><td>0.38</td><td>37%</td></tr><tr><td>Electricity</td><td>2</td><td>8</td><td>0.11</td><td>11%</td></tr><tr><td>Waste</td><td>3</td><td><1</td><td>0.00</td><td><1%</td></tr><tr><td>Water</td><td>3</td><td><1</td><td>0.00</td><td><1%</td></tr><tr><td>School vehicles</td><td>1</td><td>0</td><td>0.00</td><td>0%</td></tr><tr><td>School trips</td><td>3</td><td><1</td><td>0.01</td><td><1%</td></tr><tr><td>Student commuting</td><td>3</td><td>12</td><td>0.17</td><td>17%</td></tr><tr><td>Staff commuting</td><td>3</td><td>8</td><td>0.12</td><td>12%</td></tr><tr><td>Food</td><td>3</td><td>11</td><td>0.16</td><td>16%</td></tr><tr><td>Purchasing</td><td>3</td><td>5</td><td>0.07</td><td>7%</td></tr><tr><td>Uniform ***</td><td>Out-of-scope</td><td>3</td><td>0.04</td><td>n/a</td></tr></tbody></table> * 't co2e' or 'co2e' tonnes means 'tonnes of Carbon Dioxide Equivalent'. Under the GHG protocol, 7 greenhouse gases are tracked and summarised as the equivalent amount of Carbon Dioxide that would produce the same warming effect. ** Percentage of your carbon footprint. *** Uniform is out-of-scope and therefore not included within the pie chart.					Emissions area	Scope	t co2e*	t co2e* per pupil	% **	Fuel	1	26	0.38	37%	Electricity	2	8	0.11	11%	Waste	3	<1	0.00	<1%	Water	3	<1	0.00	<1%	School vehicles	1	0	0.00	0%	School trips	3	<1	0.01	<1%	Student commuting	3	12	0.17	17%	Staff commuting	3	8	0.12	12%	Food	3	11	0.16	16%	Purchasing	3	5	0.07	7%	Uniform ***	Out-of-scope	3	0.04	n/a	Baseline Year 25/26 Total carbon footprint: 71 tonnes co2e* per year Average emissions per pupil: 1.02 tonnes co2e* per year Breakdown by scope <table><thead><tr><th>Scope</th><th>Included activity areas</th><th>t co2e*</th><th>t co2e* per pupil</th><th>% **</th></tr></thead><tbody><tr><td>Scope 1</td><td>Fuel use and school-owned vehicles.</td><td>26</td><td>0.38</td><td>37%</td></tr><tr><td>Scope 2</td><td>Purchased electricity, heat, or steam used in buildings.</td><td>8</td><td>0.11</td><td>11%</td></tr><tr><td>Scope 3</td><td>All other emissions including: commuting, food, purchases, school trips, waste and water.</td><td>37</td><td>0.53</td><td>52%</td></tr></tbody></table> What are emissions scopes? Count Your Carbon covers the major operational activities that fall within a school's greenhouse gas reporting boundary. The Greenhouse Gas Protocol sets out three 'scopes' or ways of categorising the different kinds of emissions that a business or (educational setting) creates it in operations and in it 's wider 'value chain' (it's suppliers and customers). A description of each of the scopes is included in the table above.					Scope	Included activity areas	t co2e*	t co2e* per pupil	% **	Scope 1	Fuel use and school-owned vehicles.	26	0.38	37%	Scope 2	Purchased electricity, heat, or steam used in buildings.	8	0.11	11%	Scope 3	All other emissions including: commuting, food, purchases, school trips, waste and water.	37	0.53	52%	Baseline Completed For 25/26
Emissions area	Scope	t co2e*	t co2e* per pupil	% **																																																																																						
Fuel	1	26	0.38	37%																																																																																						
Electricity	2	8	0.11	11%																																																																																						
Waste	3	<1	0.00	<1%																																																																																						
Water	3	<1	0.00	<1%																																																																																						
School vehicles	1	0	0.00	0%																																																																																						
School trips	3	<1	0.01	<1%																																																																																						
Student commuting	3	12	0.17	17%																																																																																						
Staff commuting	3	8	0.12	12%																																																																																						
Food	3	11	0.16	16%																																																																																						
Purchasing	3	5	0.07	7%																																																																																						
Uniform ***	Out-of-scope	3	0.04	n/a																																																																																						
Scope	Included activity areas	t co2e*	t co2e* per pupil	% **																																																																																						
Scope 1	Fuel use and school-owned vehicles.	26	0.38	37%																																																																																						
Scope 2	Purchased electricity, heat, or steam used in buildings.	8	0.11	11%																																																																																						
Scope 3	All other emissions including: commuting, food, purchases, school trips, waste and water.	37	0.53	52%																																																																																						

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ Sign up to the Let's Go Zero campaign By joining this campaign, your school confirms that it is taking action now to reduce its own carbon impact, and that it demands the UK Government help all schools reach this goal by the end of the decade.	Start: Review: Aut 26		Signed up Update emails sent through	Complete
★ Add sustainability plans, projects and successes to your school website and share through wider communications Celebrate your school's climate action on your website, in newsletters, social media, local press, and events to showcase your successes and involve the wider community. Use the Let's Go Zero comms pack to do this.	Start: Review: Aut 26		-Green Team updates are included for parents on weekly newsletter	In Progress (website tba)
★ Set up a sustainability working group Assemble a Sustainability Working Group featuring different stakeholders across the school to collaborate and effect change. Ensure one person has oversight, taking the title of 'Sustainability Lead' and where possible provide PPA time for this role.	Start: Review: Aut 26		-LB is Sustainability Lead at Gerrans School -LB runs Green Club in conjunction with School Council and alternates commitments/ meeting foci	Complete

1. Decarbonisation and Energy Efficiency

Calculating and taking actions to reduce carbon emissions and becoming more energy efficient

ENERGY – BEHAVIOURAL CHANGE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ Take part in a switch off campaign Take part in a switch off campaign, e.g. Switch Off Fortnight. Aim for 10% reduction of energy use (the typical amount saved by participating schools). Running campaigns before the holiday period (such as a summer switch-down) can lead to reduced energy use over the holiday period.	Start: Review: Aut 26		-School Council/ Green Club to make posters up to remind pupils/staff to turn off lights, taps, recycle etc (Spring 2 2026) -LB signed up to Switch Off Fortnight 4.3.26 -Porthcurnick to be energy spies	Complete
Implement a power down strategy for electrical devices and appliances Implement power-down strategies across the school, such as sleep and automatic shutdown settings on computers, projectors, and smart boards, and switching off scanners and printers overnight. You can use a mix of automatic (e.g. timer-controlled switches) and manual shutdown approaches depending on need.	Start: Review: Aut 26		-Investigate this (speak to ITT team)	In progress
Monitor energy use on a regular basis through dedicated platforms Use an energy monitoring platform (e.g. Energy Sparks) to visualise and understand your energy usage. Use the data to look for patterns in day-to-day energy consumption and assess your energy baseload (how much energy you use continually). Armed with this information, you can decide where and when is best to target energy savings. If you are already sending your energy data to your provider, get in touch with them and ask them for access.	Start: Review: Aut 26		-Signed up	Complete

FOOD

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Weigh food waste from kitchen and plates, share results, and set a target to reduce this Get your students involved in daily weigh-ins of food waste as part of their curriculum or eco-club activities to enhance their understanding of the scale of food wastage. Feed findings back to your school caterer and catering staff to make necessary changes to dishes/menu. Sharing the results with teaching staff, pupils and the wider school community can motivate everyone to reduce their food waste even further.	Start: Review: Aut 26		-Speak to Aspens to monitor as they already weigh	Not started
Run a campaign to reduce plate waste from pupils Engage pupils in a campaign to cut plate waste. Campaigns might include lessons and assemblies, portion controls, and the option to pre-order, alongside fun activities. WRWA have some ideas to get you started.	Start: Review: Aut 26		23.4.26 Porthcurnick pupils created awareness posters for the canteen regarding food wastage (promoting clearing your plate and only choosing foods that you will eat)	Stalled

WASTE

ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Provide students with education on the importance of reducing, reusing and recycling correctly Teach students about the waste hierarchy: ' <i>Reduce -> Reuse -> Recycle</i> ' through a variety of assemblies, workshops and initiatives. These could be run by your eco-team, local authority, or waste contractor. Teach how recyclables are processed and the importance of reducing single-use and supporting a circular economy. Organisations such as Wastebuster and Recycle Now have a variety of curriculum-linked resources. Your CAA can provide additional resources on request.	Start: Review: Aut 26		Biffa and SWW have visited in the past 12 months. Biffa due to visit again.	In Progress

Run waste/plastic reduction initiatives or campaigns with pupils and staff Take school-wide action to reduce waste. Run an initiative yourself, or engage with a local or national campaign. For example, you could work to become a Plastic Free School with Surfers Against Sewage using their free resources.	Start: Review: Aut 26		Big Plastic Count completed March 2025...Could take part again 2027.	Completed
--	--	--	--	-----------

PROCUREMENT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Develop your uniform exchange and extend existing reuse practices. Evaluate your uniform exchange to track how many items are being re-used, and set a target/take steps to increase its uptake e.g. improved communications to the wider school community and putting systems in place to receive uniform donations from school leavers. Make sure to include PE kit too!	Start: Review: Aut 26		24.3.26 School council organised uniform swap with new shelves and boxes donated by the PTA. Lydia to set up online payment via MCAS with admin.	In Progress

TRANSPORT				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ Develop an active travel plan Create and implement your school travel plan which supports cycling, walking and other forms of sustainable travel. Explore if your local authority offers support for this (ex: contact your travel or road safety officer). Modeshift Stars Education is an accreditation programme you can sign up to whilst creating and implementing your travel plan to track your progress and receive awards.	Start: Review: Aut 26		-MR provided LB with transportation details for each child (Dec 2025)	Complete

Promote walking/cycling/public transport to school by educating pupils Educate children (and the wider school community) on the benefits of active travel by, for example, running school assemblies. Secondary schools can consider participating in Modeshift's Travel Ambassadors programme.	Start: Review: Aut 26		-Link to safely getting to school via as assembly	Complete
Provide cycle proficiency lessons in school Host cycling proficiency lessons in your school grounds, such as Bikeability. Your local authority should be able to support you to get signed up (check with your local travel or road safety officer).	Start: Review: Aut 26		Bikeability booked for Oct 2026 for Y6.	In Progress

2. Climate adaptation and resilience

Taking actions to reduce the risk of flooding and overheating and to future-proof scarce resources for potential shortages

ADAPTATION AND RESILIENCE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ Subscribe to receive Heat Health Alerts and write a heatwave policy Subscribe to the UK Health Security Agency's (UKHSA) Heat-health Alert Service. Familiarise your staff with updated DfE guidance on hot weather. Write a heat wave policy to address issues such as uniform, PE, sunscreen and outdoor learning. Consider adopting the joint union heatwave protocol including short-term, medium term and long-term measures.	Start: Review: Aut 26		LB subscribed 4.3.26 to heat-health alert service.	Complete
★ Ensure staff understand how to cool their rooms through cross ventilation and other context specific measures Communicate to staff how best to cool their rooms through cross ventilating and maximising air flow. Ensure windows and vents can remain open to ventilate rooms and monitor CO₂ levels using devices.	Start: Review: Aut 26			Not Started

WATER				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER

3. Biodiversity and Green Infrastructure

Creating habitats and adopting practices that will enhance species diversity on the school estate and beyond

NATURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ Take part in The Nature Park The Nature Park aims to embed nature-based learning into the curriculum and encourage children and young people all over the country to take action to improve their site for people and wildlife. The programme provides the support and guidance needed to make this happen, with five key steps in the journey and the actions needed to reach your goals.	Start: Review: Aut 26		LB signed up with The Nature Park 4.3.26	In Progress
Establish a gardening/nature club Set up a gardening and/or nature club for pupils or students to join. The club can help develop the school site for nature, outdoor learning and staff and pupil wellbeing. Engage with the wider school community for volunteer support and resources.	Start: Review: Aut 26		-TBA	Not Started
Increase biodiversity to support local wildlife e.g. add a pond, plant pollinator-friendly plants, put up birdfeeders, bat boxes and 'bug hotels' Develop your outdoor spaces to create a mosaic of habitats and features to provide food, shelter and water for wildlife. Grant funding is often available for this, and make use of the wider community for support and resources.	Start: Review: Aut 26		-Bat boxes	In Progress
Create accessible outdoor spaces that enable students to connect with nature	Start: Review: Aut 26		-Bird feeders out before Easter	In Progress

Identify areas in your school grounds where students can connect with nature. Ideally spaces with natural shade, space for seating and suitable access.				
---	--	--	--	--

4. Climate Education, Green Skills and Green Careers

Ensuring the education you provide gives knowledge-rich and comprehensive teaching about climate change, and that your teaching staff feel supported to offer this

CULTURE				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ Appoint a sustainability lead with sufficient PPA and support. Appoint a sustainability lead in line with the expectations in the DfE's Sustainability and Climate Change Strategy. Provide the sustainability lead with sufficient PPA/TLR to fulfill this role.	Start: Review: Aut 26		-LB appointed. No PPA time given.	Complete
Set up an Eco Club or Eco Council for pupils to lead on sustainability initiatives Establish a student Eco-Club or Eco Council. Consider inclusivity and longevity of projects so that as many students as possible can take part throughout their time at school.	Start: Review: Aut 26		Green Team set up Fortnightly meeting	Complete
★ Attend internal Trust sustainability network meetings	Start: Review: Aut 26		-23.2.26 meeting attended	In Progress

CURRICULUM				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
Complete a curriculum audit Complete a curriculum audit to understand how and where sustainability currently features in your curriculum as well as where there are gaps. This may focus on	Start: Review: Aut 26		LB currently completing sequencing grid for Kapow scheme science (after both primaries swapped from using Grammarsaurus resources)	In Progress

topics as a whole or individual lessons across all subject areas. Online resources such as Map The Curriculum may be helpful for this.			and will highlight relevant sustainability learning objectives according. LB to review UKS2 Geography sequencing document and highlight sustainability coverage accordingly.	
Create an environment where lessons can be taught outside in all subjects Improve outdoor learning and encourage creative pedagogy that enables students to connect with nature and the local community. Set up regular opportunities to learn in nature across all areas of the curriculum. You can get support and advice from the Forest School Association , Learning Through Landscapes or the National Education Nature Park .	Start: Review: Aut 26		Utilise as much as possible.	Complete

GREEN SKILLS & CAREERS				
ACTION	TIMEFRAME	STAKEHOLDERS	NOTES	TRACKER
★ Include green skills as part of careers guidance Integrate green skills and career pathways in school career fairs Engage with the National Education Nature Park Green Skills framework for careers education and development of green skills across the wider curriculum. Increase awareness of vocational options (e.g. Plumbing, construction, electrical).	Start: Review: Aut 26		- Going to have careers in in September26	In Progress
Access the Climate Ambassadors scheme Connect with Climate Ambassadors in your region and invite them to do school assemblies on green skills and curriculum linked topics.	Start: Review: Aut 26			Not Started

Invite inspirational green careers speakers in to speak to pupils Find green careers speakers to inspire pupils. This could include parents or governors. Use Primary Futures, Inspiring the Future, Speakers for Schools to find speakers.	Start: Review: Aut 26			Not Started
Provide opportunity for all pupils to take leadership on sustainability Provide pupils with more opportunities for engagement and leadership on sustainability projects, e.g. Gardening, tree planting, wildlife surveys etc.	Start: Review: Aut 26			Not Started